

OPPORTUNITIES FOR CHENANGO, INC

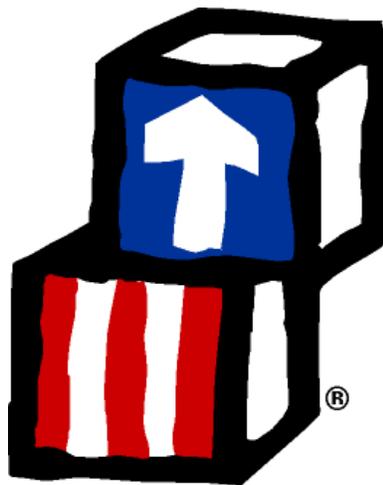
Head Start/Early Head Start

**Long Range Program Goals, Objectives,
Measurable Outcomes, and Activities**

Year 1

2016-2017 OUTCOMES REPORT

(Reporting Period: January 1, 2017 – March 31, 2017)



Program goals, objectives, and outcomes were established in September of 2016 for a five year period. The tracking of outcomes began on October 1, 2016.

Program Goal #1 The Chenango County Head Start/Early Head Start program will enhance services offered to children and families to promote overall health.

Objectives:

- Each enrolled child will possess a medical/dental home by the end of the program year.
- Each enrolled child will be up-to-date (UTD) on a schedule of age appropriate preventative and primary health care, according to the New York State EPSDT schedule for well child care (immunizations (IMM's), lead screenings, and hemoglobin/ hematocrit (H&H) screenings).
- Each enrolled child in need of medical follow up after screenings have been completed will be seen by their primary care provider or specialist.
- Each child in need of dental treatment will begin the process by the end of the program year.
- Pregnant women will obtain prenatal care.
- Every family will secure health insurance.

Measurable Outcomes for 2017:

75% of enrolled children will possess a medical/dental home by the end of the program year as tracked in Child Plus and reported on the PIR.

January 2017 Reporting	<i>EHS Medical Home (80/84)</i>	95%
	<i>EHS (52 children 2 yrs or older) Dental Home(16/84)</i>	31%
	<i>PHS Medical Home (136/136)</i>	100%
	<i>PHS Dental Home (110/136)</i>	81%
April 2017 Reporting	<i>EHS Medical Home (80/82)</i>	98%
	<i>EHS (52 children 2 yrs or older) Dental Home(25/56)</i>	45%
	<i>PHS Medical Home (137/138)</i>	99%
	<i>PHS Dental Home (121/138)</i>	87%

65% of enrolled children will be up-to-date on a schedule of age-appropriate preventative and primary health care, according to the New York State EPSDT schedule for well child care (immunizations, lead screenings, and hemoglobin/ hematocrit screenings).

January 2017 Reporting	<i>EHS Children UTD IMM's (68/84)</i>	81%
	<i>EHS Children UTD Lead (66/72)(72>1 yr. old)</i>	92%
	<i>EHS Children UTD H&H (68/72) (72>1 yr. old)</i>	94%

	<i>PHS Children UTD IMM's (134/136)</i>	98%
	<i>PHS Children UTD Lead (120/136)</i>	88%
	<i>PHS Children UTD H&H (121/136)</i>	89%
April 2017 Reporting	<i>EHS Children UTD IMM's (75/82)</i>	91%
	<i>EHS Children UTD Lead (68/75)</i>	90%
	<i>EHS Children UTD H&H (67/75)</i>	89%
	<i>PHS Children UTD IMM's (135/138)</i>	97%
	<i>PHS Children UTD Lead (131/135)</i>	94%
	<i>PHS Children UTD H&H (131/135)</i>	94%

50% of enrolled children in need of medical follow-up (after completion of sensory screenings), will be seen by their primary care provider or specialist as tracked in Child Plus and reported on PIR.

January 2017 Reporting	<i>EHS Children (2/5)</i>	40%
	<i>PHS Children (1/8)</i>	1%
April 2017 Reporting	<i>EHS Children (3/12)</i>	25%
	<i>PHS Children (4/13)</i>	30%

50% of children in need of dental treatment will begin the process by the end of the program year as tracked in Child Plus and reported on PIR.

January 2017 Reporting	<i>EHS Children (0/1)</i>	0%
	<i>PHS Children (6/20)</i>	3%
April 2017 Reporting	<i>EHS Children (1/3)</i>	33%
	<i>PHS Children (10/21)</i>	49%

100% of pregnant women will obtain prenatal care as tracked in Child Plus and reported on PIR.

January 2017 Reporting	<i>EHS Enrolled Pregnant Women (3/3)</i>	100%
April 2017 Reporting	<i>EHS Enrolled Pregnant Women (1/1)</i>	100%

GOAL #1 ACTIVITIES

- All children received vision, hearing, height & weights along with behavioral and developmental screenings within 45 days of entry into the program. Results of the screenings were provided to families within one week of completion.
- Families who had a child that did not pass the vision or hearing screen were encouraged to seek follow-up assessment with their primary care provider.
- Two Dental Screening Days were offered at no cost for Head Start and Early Head Start children. Screenings were provided by staff of Enlightened Dentistry and United Health Services Dental. A total of 10 Head Start/Early Head Start children were screened. The results of the screenings were shared with families.
- Dental health education resources were distributed monthly.
- Dental lessons were provided by the Health Service Coordinator at both Early Head Start classrooms and four Head Start classrooms. Dental lessons were also provided by a Dental Hygienist from Dinosaur Dental at two Head Start classrooms.
- Dental bags containing a toothbrush, toothpaste, and dental floss were donated to families. 220 dental bags were donated from Bassett Dental and an additional 51 bags were donated by Dinosaur Dental.
- Two Health Advisory Committee Meetings were held on 11/3/16 and 3/3/17 involving staff, parents and community representatives discussing health & nutritional concerns of Head Start/Early Head start children.
- Family Advocates and Home-Based Visitors met monthly with the Health Services Coordinator to ensure that health follow up was occurring for each family in need. Documentation was on-going in Child Plus and each child’s file for tracking.
- Staff supported families in understanding the importance of establishing a medical and dental home with individualized care, rather than relying on the use of emergency room services.
- Schedules for local immunization clinics were shared with families.
- All Early Head Start families received educational (health and nutritional) materials provided by Chenango County Public Health and materials from the Partners for a Healthy Baby Curriculum during weekly home visits.
- Child and Family Reviews were conducted for Early Head Start and Head Start families.

- Health information was provided to families each month through Hip on Health learning materials distributed by advocates and home-based visitors.
- Information was sent to all families from the Head Start/Early Head Start Health Office on Lead Prevention.
- A total of \$3,075.50 was secured from a local church to support medical/dental costs for families lacking insurance. As a result, 1 child received a physical exam and 4 children received dental exams with treatment totaling \$1,807 in payments from this fund.
- All pregnant women received prenatal educational information for healthy pregnancy outcomes including breastfeeding materials.
- Five home visits were conducted by the Early Head Start Nurse within two weeks of the birth of an EHS infant to complete a mother/baby health and nutrition assessment and to determine if any additional supports were needed.
- Basic First Aid training classes were offered to all of Head Start/Early Head Start families.
- Basic CPR training classes were offered to all Head Start/Early Head Start families.
- The Mental Health Consultant conducted 8 classroom observations and provided referrals as needed.
- All families received Kid Food/Smart Food nutrition information.
- Parents attended training on making homemade pumpkin and apple dishes.
- Referrals were provided to families for health insurance, for the WIC program, and to medical/dental providers for follow-up care.
- A Family Advocate transported one family/child to complete required lead testing and three of families for dental follow-up.
- *Hip on Health* curriculum materials were used by home-based visitors and family advocates on all home visits.
- Families received information on large motor activities to incorporate during the winter months.
- 138 Head Start children were provided with hats and mittens through a community donation.
- Children were provided with Healthy Mouth calendars to support daily tooth brushing.
- All families received the Kid's Cookbook; a collection of delicious, nutritious, and easy to prepare snacks the children can create without cooking.
- Additional nutritional information was presented to families following Child and Family reviews based on the Parent Interest Check List.
- All children received MyPlate educational materials and their own MyPlate to use at home to promote a well-balanced diet.
- Each family received information regarding reducing Sugary Drinks and how to make Better Beverage Choices.
- Families were provided with materials on How to Eat Healthy on a Budget
- CACFP Week was recognized and parents were given written information outlining the benefits of the program and how it positively affects their child.

Program Goal #2 The Chenango County Head Start/Early Head Start program will offer educational opportunities to Head Start families that will support asset building and improvement to their financial stability.

Objectives:

- Families will secure a consistent source of income.
- Families will establish savings/checking accounts at financial institutions.
- Families will participate in learning opportunities to increase self- sufficiency, to learn how to build savings and explore ways to manage credit and debt.

Measurable Outcomes for 2017:

65% of families will report a consistent source of income as tracked using the HS/EHS Family Strength Matrix and reported annually to Policy Council and the OFC Board.

January 2017 Reporting	<i>EHS and PHS families</i>	91%
April 2017 Reporting	<i>EHS and PHS families</i>	93%

60% of enrolled families will establish savings/checking accounts at financial institutions as tracked using the HS/EHS Family Matrix and reported annually to Policy Council and the OFC Board.

January 2017 Reporting	<i>EHS and PHS families</i>	71%
April 2017 Reporting	<i>EHS and PHS families</i>	76%

20% of enrolled families will participate in learning opportunities to increase self-sufficiency, learn how to build savings and explore ways to manage credit and debt as tracked using monthly reports and parent training surveys and reported to Policy Council and the OFC Board.

January 2017 Reporting	<i>EHS and PHS families</i>	47%
April 2017 Reporting	<i>EHS and PHS families</i>	49%

GOAL #2 ACTIVITIES

- Meal planning calendars were provided to all families.
- Materials and instruction was given to parent on how to make fleece tie blankets and DIY cleaners.
- Parents were provided with educational materials on how to prepare homemade healthy snacks for kids.
- Parents participated in classes to promote and enhance healthy cooking practices with children and in stretching food dollars through use of a crock pot.
- Families participated in training opportunities to learn about making healthy snacks using WIC foods.
- Parents participated in a field trip to the regional farmers market, following a WIC nutritional training.
- Referrals were made on behalf of families to the WIC program, First Time Homebuyers class, HEAP, Food Sense, Weatherization, a local church for a Thanksgiving Basket of Food and to Toys for Tots.
- Several families established employment as a goal and developed an individualized goal plan with action steps. Employment opportunities were shared with families.
- Income-tax flyers for non-custodial parents were distributed.
- Parent workshops were offered on creating inexpensive learning activities to develop math and literacy skills, Do-It-Yourself Gift Making on a Budget, No-Sew hats.
- A Family was transported to the Magic Closet clothing bank to meet their needs while saving money.
- Two families opened savings accounts.
- Families participated in training sessions focusing on budgeting and ways to save money.
- Parents participated in learning opportunities by making homemade laundry, detergent, fabric softener, and cleaning products to stretch their budget.
- Families participated in couponing education.

Program Goal #3 Chenango County Head Start/Early Head Start program will provide tools and opportunities for parents/guardians to observe, promote and participate in everyday learning of their children at home, school and within their communities so that their children are ready for school and sustain development and learning gains.

Objectives:

- Home-based families will engage in follow-up learning activities at home that are focused on their child’s individualized goal plan.
- Families will build their civic engagement by participating in activities/events sponsored within their community by the public school, service organizations, churches etc.

Measurable Outcomes for 2016:

65% of enrolled home-based families will engage in learning activities (continuing hours) with their child once their home visitor has left their home, as documented on the Home Visit Plan Form, and reported to Policy Council and the OFC Board monthly.

January 2017 Reporting	<i>EHS and PHS home based families</i>	60%
April 2017 Reporting	<i>EHS and PHS home based families</i>	67%

70% of enrolled families will have reported participation in community activities/events as tracked on the HS/EHS Matrix and shared with Policy Council and the OFC Board three times per year.

January 2017 Reporting	<i>EHS and PHS families</i>	77%
April 2017 Reporting	<i>EHS and PHS families</i>	85%

GOAL #3 ACTIVITIES

- Information was regularly sent to families via newsletters and flyers regarding community events, public library story hours for children, and the calendar of events for the PAL (Parents as Leaders) Center and open house events at districts around the county.
- Staff incorporated simple school readiness learning activities during class time, at socialization sessions, and on home visits and strongly encouraged caregivers to continue incorporating these types of learning opportunities after the visitor left the home or the event ended. Parents tracked their continuing hours to help meet the program non-federal match.
- Three Parent Teacher Conferences days were held. Childcare and transportation were provided to ensure all families could attend.
- Children from the Bainbridge Head Start Center were guests of the Bainbridge Rotary for a community-wide pancake breakfast.
- Children at the New Berlin site participated in regularly planned, intergenerational activities with the residents of the Chase Nursing Home, thereby building relationships between the generations.
- Mental Health referrals were made to support the emotional goals of children.
- At-home learning activities were listed in newsletters.
- Parents took an active role in goal setting for their child and learning ways to reinforce progress toward these goals while at home.
- Families received registration forms for the Dolly Parton Imagination Library Book Distribution.
- Families were supported in attaining their library cards.
- Families participated in Make-It and Take-It parent-child workshops
- Families participated in an American Sign Language Training, which was facilitated by a local speech therapist.
- Staff incorporated use of the Creative Curriculum Learning Games into classroom and home visit planning.
- Staff incorporated simple school readiness learning activities during class time, at socialization sessions and on home visits and strongly encouraged caregivers to continue incorporating these types of learning opportunities after the visitor left the home or the event ended. Parents tracked their continuing hours to help meet the program non-federal match.
- Families have been provided with information for kindergarten registration and preparing for transitions.

Program Goal #4 Chenango County Head Start/Early Head Start program will allocate the financial resources to ensure that facilities will be safe, healthy and inviting environments for children, their families, staff and the community.

Objectives:

- Funding will be allocated to make renovations to facilities/purchase replacement supplies, secure alternate facilities, and equipment as necessary, to ensure they meet federal, state and local regulations.
- Funding will be allocated to ensure that an adequate number of Head Start buses are available to safely and consistently transport children to centers.

Measurable Outcomes for 2017:

90% of the facilities requests for improvement will be honored and purchases made/renovations completed by year end or immediately, as needed, as tracked using the Facilities Requests Forms.

January 2017 Reporting	<i>Head Start Centers</i>	100%
April 2017 Reporting	<i>Head Start Centers</i>	100%

One new bus will be purchased each year to replace the oldest model/highest mileage vehicle to ensure that all children in need of transportation can receive the service, and maintain an average daily attendance rate of 85% or higher.

January 2017 Reporting	<i>Head Start Program</i>	100%
April 2017 Reporting	<i>Head Start Program</i>	NA

GOAL #4 ACTIVITIES

- Additional fencing was installed at the EHS site to ensure safety of toddlers.
- Emergency Preparedness Manuals/Plans were reviewed for all sites with Teacher Directors to ensure that staff felt knowledgeable and prepared in the event of an emergency situation.

- Drop-in visits were conducted by program coordinators at all sites to assess any health and safety needs. Site Safety Screeners were completed at all centers. Any issues discovered were addressed immediately.
- The New Berlin center received a new child couch and chair for their library area.
- A mural was completed on the exterior wall of the Norwich EHS Center.
- A new bathroom was installed in Classroom One at the EHS center. A new gross motor room was constructed for use by toddlers.
- New materials were purchased for the Norwich/Gibson classroom startup.
- New shelves were purchased to replace aged shelves at the North Norwich center.
- Two new digital chlorine testing kits were purchased.
- Two new painting easels and shelving units were purchased for the Oxford and Greene centers.

Program Goal #5 Chenango County Head Start/Early Head Start will provide experienced staff and developmentally appropriate learning environments for children to possess the school readiness skills, knowledge, and confidence to be successful. Outcomes will be assessed and tracked (three times per year) in *Teaching Strategies GOLD* and reported to governing bodies.

EARLY HEAD START:

Objectives for Social/Emotional Development

0-12 Months

- Enrolled children will take care of their own needs appropriately by seeking to do things for themselves.

13-24 Months

- Enrolled children will take care of their own needs appropriately by demonstrating confidence in meeting their own needs.

25-36 Months

- Enrolled children will take care of their own needs appropriately by demonstrating confidence in meeting their own needs.

Measurable Outcomes for Social/Emotional Development

0-12 Months

80% of enrolled children will take care of their own needs appropriately by seeking to do things for themselves.

- Cries to show discomfort, hunger, or tiredness
- Opens mouth when food is offered
- Raises knees to chest when on back for diaper changing
- Pulls off own socks
- Raises arms while being lifted out of buggy

January 2017 Reporting	0-12 Months	76%
April 2017 Reporting	0-12 Months	100%

13-24 Months

80% of enrolled children will take care of their own needs appropriately by demonstrating confidence in meeting their own needs.

- Asserts own needs by pointing, gesturing, or talking
- Holds hands under faucet and waits for adult to turn on water
- Tries to zip jacket, but throws to ground in frustration
- Attempts to clean up toys

January 2017 Reporting	13-24 Months	74%
April 2017 Reporting	13-24 Months	100%

25-36 Months

80% of enrolled children will take care of their own needs appropriately by demonstrating confidence in meeting their own needs.

- Washes hands and uses towel to dry
- Stays involved in activity of choice
- Uses materials, utensils, and brushes appropriately
- Takes off coat and hangs it up
- Puts away toys
- Volunteers to feed the fish

January 2017 Reporting	25-36 Months	96%
April 2017 Reporting	25-36 Months	91%

Objectives for Approaches to Learning

0-12 Months

- Enrolled children will demonstrate positive approaches to learning by reacting to a problem, or by seeking a specific goal.

13-24 Months

- Enrolled children will demonstrate positive approaches to learning by observing and imitating how others solve problems, and by asking for a solution and using it.

25-36 Months

- Enrolled children will demonstrate positive approaches to learning by observing and imitating how others solve problems, and by asking for a solution and using it.

Measurable Outcomes for Approaches to Learning

0-12 Months

82% of enrolled children will demonstrate positive approaches to learning by reacting to a problem, or by seeking a specific goal.

- Grunts when cube gets stuck in shape sorter
- Reaches for a toy that is just out of reach
- Blows on warm cereal after seeing someone blow on cereal

January 2017 Reporting	0-12 Months	100%
April 2017 Reporting	0-12 Months	100%

13-24 Months

75% of enrolled children will demonstrate positive approaches to learning by observing and imitating how others solve problems, and by asking for a solution and using it.

- Seeks help opening a stuck cap; pulls one end as teacher pulls the other
- Asks another child to hold his cup while he pours milk

January 2017 Reporting	13-24 Months	100%
April 2017 Reporting	13-24 Months	100%

25-36 Months

75% of enrolled children will demonstrate positive approaches to learning by observing and imitating how others solve problems, and by asking for a solution and using it.

- Looks at an assortment of pegs and selects the size that will fit in the hole
- Tells another child, "Put the big block down first, or the tower will fall down."

January 2017 Reporting	25-36 Months	74%
April 2017 Reporting	25-36 Months	87%

Objectives for Cognition and General Knowledge

0-12 Months

- Enrolled children will demonstrate knowledge of patterns by showing interest in simple patterns in everyday life.
- Enrolled children will demonstrate understanding of spatial relationships by ordering positions of objects and noting directionality (up, down, in, on, under).

13-24 Months

- Enrolled children will remember and connect experiences by remembering the sequence of personal routines with adult support.
- Enrolled children will connect numbers with their quantities and recognize and name a few numbers.
- Enrolled children will demonstrate understanding of spatial relationships by comparing the size/shape of objects.

25-36 Months

- Enrolled children will remember and connect experiences by remembering the sequence of personal routines with adult support.
- Enrolled children will connect numbers with their quantities and recognize and name a few numbers.
- Enrolled children will demonstrate understanding of spatial relationships by comparing the size/shape of objects.

Measurable Outcomes for Cognition and General Knowledge

0-12 Months

75% of enrolled children will demonstrate knowledge of patterns by showing interest in simple patterns in everyday life.

January 2017 Reporting	0-12 Months	100%
April 2017 Reporting	0-12 Months	100%

75% of enrolled children will demonstrate understanding of spatial relationships by ordering positions of objects and noting directionality (up, down, in, on, under).

January 2017 Reporting	0-12 Months	100%
April 2017 Reporting	0-12 Months	100%

13-24 Months

80% of enrolled children will remember and connect experiences by remembering the sequence of personal routines with adult support.

January 2017 Reporting	13-24 Months	100%
April 2017 Reporting	13-24 Months	94%

70% of enrolled children will connect numbers with their quantities and recognize and name a few numbers. Verbally Counts (not always in order)

- Says, "One, two, ten" as she pretends to count

January 2017 Reporting	13-24 Months	70%
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April 2017 Reporting	13-24 Months	61%
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80% of enrolled children will demonstrate understanding of spatial relationships by comparing the size/shape of objects.

January 2017 Reporting	13-24 Months	95%
April 2017 Reporting	13-24 Months	94%

25-36 Months

80% of enrolled children will remember and connect experiences by remembering the sequence of personal routines with adult support.

- Goes to attendance chart with parent upon arrival
- Gets a paper towel after teacher says, "What do we do next, after we wash our hands?"

January 2017 Reporting	25-36 Months	96%
April 2017 Reporting	25-36 Months	100%

70% of enrolled children will connect numbers with their quantities and recognize and name a few numbers.

- Points to the 1 when the teacher says, "Where is the numeral 1?"
- Notices numerals around the room and calls some of them by name

January 2017 Reporting	25-36 Months	54%
April 2017 Reporting	25-36 Months	54%

80% of enrolled children will demonstrate understanding of spatial relationships by comparing the size/shape of objects.

January 2017 Reporting	25-36 Months	96%
April 2017 Reporting	25-36 Months	100%

Objectives for Language and Literacy Development

0-12 Months

- Enrolled children will use an expanding expressive vocabulary by vocalizing and gesturing to communicate.
- Enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people.

13-24 Months

- Enrolled children will use an expanding expressive vocabulary by naming familiar people, animals & objects.
- Enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people.

25-36 Months

- Enrolled children will use an expanding expressive vocabulary by naming familiar people, animals & objects.
- Enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people.
- Enrolled children will identify and name letters by showing basic ability to identify some letters in their own name.

Measurable Outcomes for Language and Literacy Development

0-12 Months

70% of enrolled children will use an expanding expressive vocabulary by vocalizing and gesturing to communicate.

- Coos and squeals when happy
- Cries after trying several times to get toy just out of reach
- Waves hands in front of face to push away spoon during a feeding
- Uses hand gestures to sign or indicate "more"

January 2017 Reporting	0-12 Months	100%
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April 2017 Reporting	0-12 Months	100%
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70% of enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people. Babbles strings of single consonant sound.

- Says, "m-m-m;" "d-d-d", Says, "ba-ba-ba"
- Babbles with sentence-like intonation

January 2017 Reporting	0-12 Months	100%
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April 2017 Reporting	0-12 Months	100%
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13-24 Months

70% of enrolled children will use an expanding expressive vocabulary by naming familiar people, animals & objects.

- Says, "Nana," when grandmother comes into the room
- Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm

January 2017 Reporting	13-24 Months	100%
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April 2017 Reporting	13-24 Months	100%
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70% of enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people.

- Refers to grandma as "Gum-gum"
- Asks, "Where blanket?" and a friend brings his blanket to him
- Says, "No go!" to indicate she doesn't want to go inside

January 2017 Reporting	13-24 Months	91%
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April 2017 Reporting	13-24 Months	84%
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25-36 Months

70% of enrolled children will use an expanding expressive vocabulary by naming familiar people, animals & objects.

- Says, "Nana," when grandmother comes into the room

- Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm

January 2017 Reporting	25-36 Months	89%
April 2017 Reporting	25-36 Months	83%

70% of enrolled children will speak clearly using some words and word-like sounds and be understood by most familiar people.

- Refers to grandma as "Gum-gum"
- Asks, "Where blanket?" and a friend brings his blanket to him
- Says, "No go!" to indicate she doesn't want to go inside

January 2017 Reporting	25-36 Months	91%
April 2017 Reporting	25-36 Months	96%

70% of enrolled children will identify and name letters by showing basic ability to identify some letters in their own name.

January 2017 Reporting	25-36 Months	54%
April 2017 Reporting	25-36 Months	61%

Objectives for Physical Development and Health

0-12 Months

- Enrolled children will demonstrate balancing skills by maintaining balance while exploring their immediate environment.

13-24 Months

- Enrolled children will demonstrate gross motor skills by jumping/hopping in place, and by showing basic ability to kick a ball.

25-36 Months

- Enrolled children will demonstrate gross motor skills by jumping/hopping in place, and by showing basic ability to kick a ball.

Measurable Outcomes for Physical Development and Health

0-12 Months

70% of enrolled children will demonstrate balancing skills by maintaining balance while exploring their immediate environment.

- Sits unsupported; pulls to a standing position

January 2017 Reporting	0-12 Months	100%
April 2017 Reporting	0-12 Months	100%

13-24 Months

78% of enrolled children will demonstrate gross motor skills by jumping/hopping in place, and by showing basic ability to kick a ball.

January 2017 Reporting	13-24 Months	80%
April 2017 Reporting	13-24 Months	86%

25-36 Months

78% of enrolled children will demonstrate gross motor skills by jumping/hopping in place, and by showing basic ability to kick a ball.

January 2017 Reporting	25-36 Months	100%
April 2017 Reporting	25-36 Months	92%

EHS GOAL #5 ACTIVITIES

- Ages and Stages Questionnaires and Social Emotional screenings were completed on all children.
- Children were referred to Early Intervention (EI) for evaluations.
- Child & Family reviews and portfolio assessments occurred to ensure individualized planning was taking place for children and their families.

- Releases were obtained to communicate with therapists in an effort to align children’s goals.
- Infant and Toddler Environmental Rating Scale (ITERS) were completed in both Early Head Start classrooms to assess teacher- child interactions, safety of the environment, and appropriateness of materials and activities offered to toddlers.
- Four staff attended Practice-Based Coaching and developed a plan that will be incorporated in March 2017.
- Staff incorporated use of the Creative Curriculum Learning Games into classroom and home visit planning.
- Child assessment data was reviewed with parents to help support and set children’s goals both at home and at school.
- Child outcomes data was shared with staff following the aggregation of data to guide them in planning and to determine any additional training or resource needs.

HEAD START

Objectives for Social/Emotional Development

- Enrolled children will meet or exceed widely held expectations for their age demonstrating increasing independence and taking care of their own needs appropriately.
- Enrolled children will meet or exceed widely held expectations for their age, forming relationships with adults, demonstrating trust in adults and will be able to separate from parents.

Measurable Outcomes for Social/Emotional Development

70% of enrolled children will meet or exceed widely held expectations for their age demonstrating increasing independence and taking care of their own needs appropriately.

- Comforts self by seeking out special object or person
- Accepts redirection from adults
- Follow classroom rules, routines, and transitions with occasional reminders
- Demonstrates confidence in meeting own needs

January 2017 Reporting	PHS enrolled children	87%
April 2017 Reporting	PHS enrolled children	93%

70% of enrolled children will meet or exceed widely held expectations for their age, forming relationships with adults, demonstrating trust in adults, and will be able to separate from parents.

- Manages separations without distress and engages with trusted adults
- Demonstrates concern about the feelings of others
- Use successful strategies for entering a group
- Plays with one or two preferred playmates

January 2017 Reporting	PHS enrolled children	82%
April 2017 Reporting	PHS enrolled children	85%

Objectives for Approaches to Learning

- Enrolled children will meet or exceed widely held expectations for their age by solving problems.
- Enrolled children will meet or exceed widely held expectations for their age by attending and engaging.

Measurable Outcomes for Approaches to Learning

70% of enrolled children will meet or exceed widely held expectations for their age by solving problems.

- Seeks help opening a container with a stuck cap; pulls one end as teacher pulls the other
- Looks at an assortment of pegs and selects the size that will fit in the hole
- Tells another child, "Put the big block down first, or the tower will fall down."

January 2017 Reporting	PHS enrolled children	84%
April 2017 Reporting	PHS enrolled children	92%

70% of enrolled children will meet or exceed widely held expectations for their age by attending and engaging.

- Makes relevant contributions to group discussion about class pet
- Focuses on making a sign for a building while others are rolling cars down a ramp nearby

January 2017 Reporting	PHS enrolled children	81%
April 2017 Reporting	PHS enrolled children	93%

Objectives for Cognitive and General Knowledge

- Enrolled children will meet or exceed widely held expectations for their age by using number concepts and operations and by connecting numerals and their quantities.
- Enrolled children will meet or exceed widely held expectations for their age using classification skills such as:
 - Identifying similarities and differences among objects (i.e. shapes, colors, sizes, and textures).
 - Arranging events in a sequence (i.e. what happened first, second, and last).
 - Arranging objects in a series (i.e. smallest to largest).

Measurable Outcomes for Cognitive and General Knowledge

60% of enrolled children will meet or exceed widely held expectations for their age by using number concepts and operations and by connecting numerals and their quantities.

- Counts up to five objects accurately, using one number name for each object
- Recognize and name the number of items in a small set (up to five)

January 2017 Reporting	PHS enrolled children	49%
April 2017 Reporting	PHS enrolled children	73%

70% of enrolled children will meet or exceed widely held expectations for their age using classification skills such as:

- Identifying similarities and differences among objects (i.e. shapes, colors, sizes, and textures).
- Arranging events in a sequence (i.e. what happened first, second, and last).
- Arranging objects in a series (i.e. smallest to largest).

January 2017 Reporting	PHS enrolled children	96%
April 2017 Reporting	PHS enrolled children	98%

Objectives for Language and Literacy Development

- Enrolled children will meet or exceed widely held expectations for their age demonstrating phonological awareness.
 - Notices and discriminates rhyme

- Enrolled children will meet or exceed widely held expectations for their age demonstrating an understanding of the alphabet by:
 - Identifying and naming letters.
 - Using Letter Sound Knowledge.

Measurable Outcomes for Language and Literacy Development

60% of enrolled children will meet or exceed widely held expectations for their age demonstrating phonological awareness.

- Notices and discriminates rhyme
- Fills in the missing rhyming word
- Generates rhyming words spontaneously
- Sings songs and recites rhymes with repeating initial sounds

January 2017 Reporting	PHS enrolled children	59%
April 2017 Reporting	PHS enrolled children	75%

60% of enrolled children will meet or exceed widely held expectations for their age demonstrating an understanding of the alphabet by:

- Identifying and naming letters.
- Using Letter Sound Knowledge.

January 2017 Reporting	PHS children could identify and name letters	74%
	PHS children could demonstrate letter sound knowledge	71%
April 2017 Reporting	PHS children could identify and name letters	83%
	PHS children could demonstrate letter sound knowledge	90%

Objectives for Physical Development and Health

- Enrolled children will meet or exceed widely held expectations for their age by demonstrating balancing skills (i.e. walking on tiptoe, stands on one foot for 5 to 10 seconds without support.).
- Enrolled children will meet or exceed widely held expectations for their age by using fingers and hands, by manipulating objects with increased control and by using writing tools with increased control and intention.

Measurable Outcomes for Physical Development and Health

70% of enrolled children will meet or exceed widely held expectations for their age by demonstrating balancing skills.

- Walks on tiptoe
- Stands on one foot for 5 to 10 seconds without support
- Walk on a balance beam

January 2017 Reporting	PHS children could walk on a balance beam	70%
April 2017 Reporting	PHS children could walk on a balance beam	79%

70% of enrolled children will meet or exceed widely held expectations for their age by using fingers and hands, by manipulating objects with increased control and by using writing tools with increased control and intention.

- Squeezes and releases tongs, turkey baster, squirt toy
- Snips with scissors, then later cuts along straight line
- Pours water into containers, pounds, pokes, squeezes, rolls clay
- Buttons, zips, buckles, laces
- Uses hand motions for fingerplays
- Turns knobs to open doors
- Uses eating utensils
- Sews lacing cards, strings large beads

January 2017 Reporting	PHS enrolled children	95%
April 2017 Reporting	PHS enrolled children	96%

GOAL #5 ACTIVITIES

- Administrative staff regularly forwarded resources from the Office of Head Start and NCQTL to staff as a form of staff development.
- Staff completed five online professional development trainings focused on emergency preparedness, preventing shaken baby syndrome, preventing sudden infant death syndrome and promoting safe sleep, child supervision, and prevention of lead poisoning and other hazards to children.
- Brigance screenings (developmental and social emotional) were conducted with children within the first 45 days of the start of programming.
- Family Advocates incorporated activities directly from Teaching Strategies Gold during their visits to families to support learning at home.
- Classroom lesson plans were reviewed weekly by Child Development Coordinators to ensure that all areas of development were incorporated and that individualized planning was occurring for all children. Suggestions for strengthening plans were shared.

- Staff encouraged families through a variety of methods (newsletters, parent teacher conferences, sharing articles of interest) to continue working on established goals with their child at home.
- Child outcomes data and a summary analysis were shared with staff following the aggregation of data to guide them in planning and to determine any additional training or resource needs.
- Staff assisted parents with evaluations of children by transporting and/or accompanying them to the evaluation site, attending CPSE meetings and ensuring that services were received for those determined to need them.
- Classroom Assessment Scoring System (CLASS) and Early Childhood Environmental Rating Scale (ECERS) observations were conducted at all six centers and feedback given to staff. Coordinators followed up with staff to ensure areas in need of improvement were addressed and resources and support for doing so were provided.
- Four staff attended Practice-Based Coaching and developed a plan that will be incorporated in March 2017.
- Staff completed a training needs assessment to help guide training and resource needs.
- All Head Start center based and home based visitors were given resources on math, art, sensory, and science activities to use in the classrooms and during home visits.